

# Essential Standards

Providing explicit instruction with evidence-based practices

[ELA Glossary 2016 Final.pdf](#)

Do This	Not This
Teach <b>all</b> standards.	Only teach essential standards.
Continue to use your LEA's scope and sequence to teach all of the ELA standards.	Rewrite your LEA's scope and sequence to teach <b>only</b> the Essential Standards.
Teach all of the ELA standards and spiral them throughout the school year.	Teach the core reading curriculum without consideration of ELA standards, including foundational reading and writing standards.
Understand the vertical articulation of standards from one grade to the next and how the skill builds.	Teach the standards in isolation.
Understand the grade level standards are meant for end of year evaluation (what the student should be able to do at the end of the grade level.)	Teach each standard and expect mastery immediately.
Continue to spiral in meaningful practice of standards throughout the year (in centers, homework, bell work, etc.)	Teach each standard and then move on to the next one without revisiting.
When planning instruction, include how the students will demonstrate understanding of the standard. Ensure that practice is aligned to the objective.	Decide after a lesson how you want students to show understanding or wait until the end of the week to check for understanding.
Provide systematic instruction, with new concepts tied to previous learning.	Assume content to be learned naturally and un-systematically.

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Be explicit in instruction, providing a model.	Expect students to learn implicitly without providing a model.
Provide scaffolding as needed for students to access grade-level content.	Provide out of grade level content only in an attempt to support struggling readers.
Engage in multisensory opportunities to support instruction.	Pencil and paper responses only.
Questions at a DOK 2 or higher.	Single response (yes/no) or basic recall questions.
Provide multiple opportunities for students to respond.	Heavy teacher talk with minimal opportunities for student responses or only single student responses.
Provide multiple opportunities for meaningful practice with specific feedback.	Provide practice without feedback (i.e., worksheets).
Provide independent practice after ensuring understanding.	Allowing independent practice (i.e., centers) regardless of mastery of content.
When planning instruction, identify the vocabulary and skill set the students need to be successful. Determine how to best pre-teach the vocabulary and skill set.	Determine vocabulary and skill deficits as you are teaching.
Choose and explicitly teach vocabulary words from texts the students are reading.	Choose vocabulary words randomly or from a list.

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Use text sets to maximize vocabulary and background knowledge growth and build comprehension.	Use unrelated texts to practice reading skills/strategies or identify text features or genres.
Have students work with grade level, challenging, complex texts, with scaffolds as needed.	Have children read texts at their “independent level” to avoid frustration.
Group students based on need for skills and scaffolding; provide differentiated scaffolding.	Group students by reading level and differentiate the text.
Provide daily comprehension practice through exposure to complex, language-rich texts read aloud and discussed with teachers and classmates.	Have students work on comprehension in texts at their “instructional level.”
Use sophisticated language daily in conversations and interactions with students.	Use simple language and words to make things easier for children to understand.
Model the use of multiple strategies to gain both knowledge and meaning from texts in a text set.	Teach students one strategy at a time to use in disconnected texts.
Teach reading and writing as interconnected disciplines.	Teach reading and writing as separate blocks of instruction.
Provide opportunities for students to orally rehearse before writing.	Expect students to write without an opportunity to think and discuss.
Use cloze reading, echo reading, and partner reading.	Use round robin or popcorn reading in whole or small groups.

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Teach and utilize prereading strategies before independent practice.	Expect students to demonstrate understanding of a text after a cold read.
Build background knowledge using visuals, realia, experts, and building on existing knowledge.	Assume that every student has the same understanding of a topic.
Explicitly model and practice how to summarize and retell.	Verbally instruct readers to summarize and retell what they have read.
Develop understanding of text structure.	Assume students know how to use the text structure to strengthen their comprehension.
Teach students to form mental images.	Assume students know how to create a mental image when reading.
Teach students to pay attention to sentences and text cohesion.	Assume all readers know to pay attention to sentence structure and text cohesion and they're using both when reading independently.
Focus on student accuracy before speed.	Prioritize speed over accuracy and prosody.
Model metacognition how to self-monitor while reading.	Assume all readers know to stop and check their own understanding and are stopping periodically to check their comprehension.
Correct misread words promptly, with explicit instruction on how to sound them out.	Ignore misread words if they do not seriously interfere with comprehension.

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Correct misread words promptly using syllable types.	Ignore misread words if they do not seriously interfere with comprehension.
Correct misread words promptly using meaningful word parts (morphology).	Ignore misread words if they do not seriously interfere with comprehension.
Oral reading with teacher guidance, modeling and immediate feedback.	Sustained silent, independent reading or drop everything and read time.
Ensure that literacy instruction is part of every subject.	Teach reading and writing separate from other content areas.
Continue to use vetted core reading curriculum to teach the ELA standards.	Buy a new core reading curriculum to teach the ELA standards (if what is currently being used is on the MOWR vetted list).